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ABSTRACT

Futurists and counselors both deal with the concept of change. This monograph examines some strategies counselors can use to help themselves adopt a future orientation and to assist their counselees in meeting the future confidently. The writings of Cornish, Fletcher and Conboy bring some focus to concepts and dimensions held by futurists and which are related to the counseling profession. It is suggested that counselors hold a set of beliefs (e.g., Change over time is an integral part of understanding the future) in order to aid counselees in developing guiding images about their personal and social futures. Some problems need to be dealt with in this context, including: economics, politics and government, science and technology, individuals and society. Several strategies are discussed for teaching the futurist/counselors' beliefs: (1) a wheel of consequences is used to illustrate a holistic approach to the universe; (2) a "Backward Think" approach illustrates the "integralness" of change; (3) image-building of the future is examined through a "what if?" approach; (4) alternative choices are highlighted using a decision tree; and (5) purposeful action using a scenario or a future timetable is discussed. The report stresses that changes in the counseling profession need to be made and the counselor's role in society of the future studied. (RMF)

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Counseling and the Future: Concepts, Issues, and Strategies

by

Donald G. Hays

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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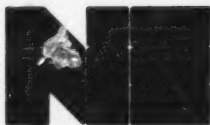
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ABOUT THE AUTHOR



When Don Hays was much younger he made two promises to himself: (1) to live to see the year 2000, and (2) to live to be 100 years old. When he was nearly 50, he made changes in his lifestyle that would ensure, hopefully, the keeping of those promises. He started jogging, lost twenty pounds, increased his sense of humor, became more mellow in his outlook on life, and turned to futuristics. His interest in futurism began at the urging of a professional colleague who wanted him to examine the future of counseling and report the results at a professional meeting. What he found captured his wholehearted attention and imagination, and for the past three years he has been pursuing the study of the future.

In addition to writings about the future and counseling, he has conducted numerous awareness workshops for counseling personnel by himself as well as with other colleagues. Hays is concerned that the near future, five to twenty years from now, will not provide an environment for humans that will be any better than it is now. Unless changes are made now, he envisions a potential picture of very difficult times.

As Administrator, Pupil Services, for the Fullerton (California) Union High School District, he is deeply engaged in meeting the present, practical problems of declining enrollments, diminishing financial resources, and the community's expectations for quality programs of attendance, guidance, special education, and vocational education. But as an activist and a "doer," Hays is trying always to bring about the changes necessary for a positive long-range future. As he has stated, "We have the capability of creating the future of our choice, but we must not believe that the desirable future will just happen. We must become actively involved."

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PREFACE

It was at the instigation of a friend that I began my personal journey into the future. The future has always been "out there," but I was too busy with the "here and now" to give much time and thought to what lay ahead for humankind. My journey, begun lightheartedly like Dorothy's trip to see the Wizard of Oz, soon became a serious crusade as I encountered and followed the trails of the early futurist pioneers. While it is amusing to look to the years ahead, a la "2001: A Space Odyssey," "Star Trek," "Star Wars," "The Empire Strikes Back," "Alien," and "Encounters of a Third Kind," underlying all fantasy is a sense of cold reality that requires a seriousness of purpose in the observer. Present conditions initiated in the past force us to consider the future. We are where we are because of our past behavior; we cannot do anything about that. There is also relatively little we can do to change the events of today or of the near-term future. But, the decisions we make today will have much to do with shaping the world that we will experience in five to twenty years.

It is not only possible but imperative that we do something about our future. Almost anything can be done in twenty years once decisions are made. Only four years were needed to develop atomic power, only eight years to put a man on the moon. As Cornish (1977) has stated, "Since the future does not exist, it must be invented" (p. 381). Unfortunately, we cannot invent a future separated from our previous experiences. We are not victims of predestination, but certain forces do move us inexplicably onward--some in positive directions, some in negative. As a people we can attempt to harness these forces and to shape them in the mold that will bring positive consequences for all humankind. As counselors, we can structure our contributions, add them to the efforts of others, and in some small way influence the directions the future will take. That is what this monograph is all about.

INTRODUCTION

The world of the futurists is expanding. What began with a few individuals who had the foresight to speculate and to communicate about the future of humankind has grown to include nearly every human who expresses a concern for current events and the consequences of these events. Since no one can predict the future with any degree of accuracy, anyone can be a futurist. Henderson (Caldwell, 1980) expressed it well when she said:

I go about the country saying that if you're a mother, thinking about the future of your child--you're a futurist. And if you're working on corporate accountability or the future of energy issues, you're obviously a futurist. If you're articulating human rights without reference to race or creed or sexual preference--then you're a futurist. Because you are actively working to change the outcome--to change the shape of the future. (p. 29)

Scenarios about the future abound. The probability that certain scenarios will be played out is based on what intelligent and rational minds can forecast from existing data. Examination of past events and current trends, and speculation, optimistic as well as pessimistic, lead to the forecasting of possible alternative futures.

Over time we have identified various ages to describe significant changes affecting the course of human destiny. We are now at the threshold of another new age. Fletcher (1979) quotes John Platt as saying, "We may date the start of another Age of Humankind with the year 1945--World Year" (p. 26). Add to this idea the fact that most of us alive today will see the turn of the century, and one cannot help but be caught up in the excitement of what tomorrow will bring. Granted that looking to the morrow may be considered as a "flight to fantasy" frame of mind or a retreat from reality, tomorrow does exist and what we do today will impact on what happens then. We may want to consider this simple axiom: "If today is yesterday's future--what of tomorrow!"

The reality of today is beginning to weigh heavily on us. The maxim of "Eat, drink, and be merry, for tomorrow we shall die" is no longer humorous. Some futurists have brought to our attention the

idea that there are limits to growth--a concept that we have tended to ignore. Our entire zeitgeist has been nurtured in the concept of more growth. While there are futurists who challenge this "limits to growth" approach, it seems apparent that we no longer can take the future for granted--we must become aware of alternative futures and prepare to make decisions to build, to invent, the future we want. Counselors have a major role to play and important functions to perform in this process.

Who is this "counselor" who will do such wondrous things? For purposes of this monograph the counselor is one who is:

primarily and basically concerned with the individual; but (who) provides counsel, information, interpretation, and evaluation to the individual in the light of what can be known about social needs, demands, and values and what the individual can be guided to learn. Thus the counselor's overriding assignment from society is to attend to the individual but always in relation to social requirements and values. (Hope, 1968, pp. 92-93)

Counselors perform their functions in a myriad of settings. In every setting counselors attempt to assist individuals to change their behavior. It is important to recognize that what is stated in this monograph applies to all counselors, no matter where the work setting.

The counselee is one who seeks the services of the counselor. Counselees are found in all locales; and wherever human needs exist, one can find counselors attempting to meet these needs. Usually the need for a counselor arises when a major change in selected aspects of the demographics of a society occurs. People also need counselors when there are sudden shifts in societal events. Any significant changes in the economy, world and national politics, technology, or scientific progress tend to disrupt the lives of some people sufficiently that they have difficulty in accepting and/or adjusting to the situation and seek help in resolving the problems brought about by these changes. Society gives particular recognition to the needs of special populations, e.g., women, minorities, disadvantaged, handicapped, youth and other categories of humans who require additional attention and services from counselors.

Wherever we find counselees, and whatever problems they may present to the counselor, we may reasonably assume that the counseling

mode will be reactive or remedial. While this is a recognizable fact, it would be helpful if counselors could utilize a more developmental mode of counseling, i.e., helping people learn how to prepare for change. The unique relationship between the counselor and the counselee needs to be examined before we can complete the setting of the stage, the framework, for this monograph.

Counseling is the interaction between counselor and counselee and is a process that can be described and evaluated. The quality of the counseling process will determine the degree of success achieved in meeting the purposes of the interaction. According to Loughary (1977), counseling "refers to a variety of procedures for assisting people to change feeling states, increase understanding of self and environment, and make and implement decisions" (p. 346). The process is so important to the success of the relationship and the successful resolution of the counselee's concerns that the professional literature abounds with studies and opinions. No one has found the magic universal counseling strategy. What counseling theory and approach works in one interaction between counselor and counselee will fail in another. Thus like the surfer who seeks the perfect wave, the profession continues to seek the perfect solution. The counselor, however, must not become so engrossed in the process of counseling as to overlook the goal of the counseling session: bringing about change within the counselee. Basically, then, counselors are change agents.

In a dynamic universe nothing remains the same. Humans can cope with change if it takes place at a steady pace and allows them to incorporate it within their lives without their being totally aware of it. But evolving, gradual change has been replaced by revolutionary change. As an example, consider the evolution of the airplane. In the beginning pilots could control what was happening, could anticipate and direct the airplane's flight. As technology improved and planes became more complex, changes became more pronounced and pilots no longer could master flight (fly by "the seat of their pants") without extensive technological and mechanical knowledge and assistance. They were, and are, literally "holding the plane by the tail." It is

not so much that change takes place, it is the increased rate of change that poses problems for the human species.

Since futurists recognize the importance of change, especially the rate of change, there exists a common bond between counselors and futurists. Dealing with the concept of change in the counseling process means that the counselor helps the counselee not only to accept change, but also to understand it, to anticipate it, and, if possible, to direct and control it.

As we consider counseling and the future, we need to look at some major concepts that futurists recognize and accept, to examine some issues that impact on humankind now and possess importance for our future, and to consider some strategies counselors can use to help themselves adopt a futures orientation and to assist their counselees to meet the future confidently.

CONCEPTS

For the counselor who is aware of futuristic thought, the comments to follow in this and the next section will serve as a review and a clarification of the point of view, the frame of reference, of this monograph. Many counselors in the world today, however, may not have given serious thought to the futurist movement, may not be aware that a philosophy of the future is emerging and that futurists share some concepts and dimensions of the future.

According to Cornish (1977) a coherent philosophy or world view appears to be forming within the futurist movement. "Among the emerging futurist principles are: (1) the unity or interconnectedness of reality, (2) the crucial importance of time, and (3) the importance of ideas, especially ideas about the future" (p. 380).

Unity. To understand the future more fully, one must be aware of the interconnectedness of all things. As human beings we are very much a part of all that we see, and all that we know and feel about the universe. We cannot separate ourselves from it. We are not fully conscious of what our relationship is with the universe but we must accept the premise that a relationship does exist. Influencing one aspect of the universe surrounding us will have impact on other aspects.

The consequences of a person's behavior will affect not only that person but others as well.

Time. Cornish (1977) wrote that "the world of the future is being created out of the world of the present, and for this reason we can know much about the future world by looking carefully at what has been happening during the recent past" (p. 380). Time is an important principle to the futurist. While there is a unity of space in the universe, there is also a unity of time.

The past is important because it is the source of learning and provides us with memories to savor. It also allows us to measure change--to make comparisons with the present. . . .the present is important because it is where we live at any given moment. . . .the future is important because it is where we will spend the rest of our lives. . . .it is the only part of life we can still change. (Conboy, 1979, p. 20)

To state this in another way, consequences of behavior or decisions made in the past have an impact on events of the present. "The crisis that we face today is generally the minor problem that we neglected yesterday" (Cornish, 1977, p. 380). In the counseling process counselors acknowledge the unity of time and space when they help counselees to make important decisions, even though they may not recognize that they are doing so.

Ideas. Because we do not know what the future holds, we can only imagine it. The images we create reveal the possibilities of the future. Our ideas of the future are intimately associated with our past and present experiences. Counselors can use the two classes of ideas (concepts and theories) to help counselees create images of the future. Ideas are personal in nature, but when shared with others they can be built into powerful forces that can change the direction of society as it moves relentlessly into the future.

Counselors and futurists are not apart in their thinking. Futurists have deliberately studied the three principles of unity, time, and ideas; counselors are subconsciously aware of these principles, accept them as a part of their essence, but are usually too concerned with the immediate counseling process to give conscious thought to them. Counselors are futurists without even taking time to think about

it! As we move forward in time and space, counselors need to raise these principles into their everyday consciousness if they are to be truly effective in what they do.

Concepts and Dimensions

Those who study the future do not necessarily agree about what will or may happen. After all, if anyone can invent the future, there are bound to be differences in thought. Yet, Fletcher (1979) found some agreement as to what futurists believe. He identified five central elements or key concepts in the futures perspective:

1. Alternative choices. "(The) most important concept is that there is not THE future, not one future, but instead there are a panoply of alternative futures" (p. 29). Counselors also deal with alternatives. In counseling, alternative courses of action are discussed and counselees "try on" those possibilities to determine a "best fit."

2. Purposeful action. "Action here, however, means taking a specific action or deciding not to act in order to affect which future will come about" (p. 29). Whether the counselor modifies the behavior of counselees or creates a climate in which counselees gain insight into their concerns and thus bring about a change within themselves, some purposeful action occurs. It is this action that will have some consequence for the individual in the future. By studying alternatives and selecting one to pursue, the counselee is moving forward purposefully into an unknown but somewhat foreseeable future. At this moment the counselor and the counselee have become futurists. They have studied possibilities and have selected what would appear to be most personally satisfying for the counselee.

3. Holistic involvement. "A futures perspective causes people to look at consequences in a holistic way" (p. 29). Counselors tend not to work with counselees in a holistic way. However, they would do well to recognize the indisputable fact that each person interacts with other people, and should use this interaction as a means of resolving the concerns of the counselee. Another strategy used by counselors is to involve counselees in their own destiny. Counselors and counselees thus become "stakeholders." This term:

means considering all the human beings who might have a stake or a share of the action, an event, or the consequences

of an action or event. Drucker hints at this concept when he says that the first law of social responsibility is to limit impacts on people as much as possible, and that the second law is to anticipate these impacts. The concept of stake holders is important because it draws specific attention to how an action will affect human beings. (Fletcher, 1979, p. 30)

4. Extended time. "The extended time frame seems to be the most crucial of the ideas of time that relate to futures studies" (p. 30). In the broader perspective of the intent of the profession counselors should give greater attention to an extended time frame than they have in the past. Fletcher (1979) cites C. West Churchman who emphasized the importance of a long time frame by saying:

What these 'holistic' people are doing in the world today is making us pay attention to the future generations, as a moral obligation on our part. . . .I believe that the voice of future generations is a morally critical voice today, because a lot of things we are thinking about today have their implications for the future generations. (p. 30)

5. Guiding images. "A person's guiding image is his perception of himself, the universe around him, the relationships between himself and the universe, and his ability to influence these three elements" (p. 30). Counselees need to create their own personal images of the future and to use the concept of guiding images to direct their work with counselees. One can savor the memories of the past, and exist in and enjoy the present; but each moment that passes is the future we did not know a moment ago. Most people do not live in the future but they do have some image of what they will be doing tomorrow, next week, next year, and possibly in some immediate-range future.

In addition to Fletcher's key concepts, Conboy (1979) has stated that "there are at least five fundamental ways in which today is converting tomorrow into a world that will not resemble yesterday: rate of change, quantity, interrelatedness, magnitude, and expectations" (p. ix). Let us examine these dimensions and relate each to the counseling profession.

1. Rate of change. A brief definition of change is "difference over time." Hestand (Conboy, 1979) found that changes in organizations held no uniform meanings for members. "Depending on individuals and circumstances, change was equated with such concepts as innovation,

growth, transformation, opportunity, movement, involvement, renovation, automation, standardization, decentralization, confusion, coercion, liberation, regression, and destruction" (p. 19). All of these concepts exist today and will continue to exist in the years to come. People can merely cope with these changes or they can create ways to deal more effectively with them. They can become stakeholders in their future. But it does take time and time and change join together to make possible the concept of the future. "Past, present, and future are meaningless except in the context of time and change" (Conboy, 1979, p. 19). One can speculate that the prime mover for people to seek counseling might be found in the quality of their reaction to the rate of change they face.

2. The problem of quantity. This is a key factor in determining what direction we will take in the future. There are those who see significant limits to growth (Meadows, et al., 1974), and others (Kahn, et al., 1976) who are very optimistic and project unlimited growth for the human species. Faith in the human species assumes that somehow we can meet the challenge of growth, but only if we, as a world society, can come to recognize "that the future quality of life depends on our ability to handle present dilemmas of quantity" (Conboy, 1979, p. 57). As stakeholders, counselors and counselees must resolve common personal concerns in a context of social responsibility. Do we follow the "limits to growth" futurists or do we proceed to assume that we will have sufficient quantities of natural resources to allow us to be unconcerned with any limits? It appears to be a question of "me-ism" versus "we-ism." An age-old concept of "good stewardship" comes into play at this time and should become a concern of all counseling relationships.

3. Interrelatedness. Conboy (1979) points out that "we are enmeshed in myriad interlocking networks" (p. 75). He asks the question of "how can we keep our human organizations responsive and manageable as they grow in size and complexity?" (p. 75). Human institutions must be kept close to, and responsive to, those whom they serve. Here again, the counselor with a futures orientation must convey to his or her constituency the idea that we, as a people, are one and that we must give thought to the consequences of our actions on each other.

4. Increasing magnitude of our achievements. As a society we tend to welcome technological and scientific advances that improve the quality of our life. From the SST that leaps the ocean in a matter of hours to the microwave oven and the hand-held electronic programmable calculator, we witness nothing but progress. We have a hard time confining our enthusiasm and anticipation for the next time-saving gadget. Conboy (1979) said that humans are tool-using creatures. "We have learned how to produce tools of incredible power. Now, we must learn how to control them for our own survival" (p. 118). Furthermore, as we learn to solve problems that have plagued us, "we tend to find that we have also created a new class of problems" (p. 117). We can be extremely proud of our achievements, individually and collectively, but we must temper our enthusiasm to ensure that the direction we are going (what we are achieving) is where we want to go!

5. Expectations. It was said above, and it needs to be repeated: As a people, we have high expectations. Conboy (1979) stated that "the crucial change, however, has been the shift from mere longing to expecting" (p. 129). We are on an endless search for something better. We have seen it happen and we expect it to continue. We still exhibit the "frontier of the west" mentality--just over the next hill we will find the optimum gold mine, the endless cattle ranch, the highly productive farm that will be the answer to our continuing dreams. Since we know that we have not exhausted the universe as we know it now, we expect that soon, very soon, we can move out into space and continue "our manifest destiny." As stated earlier, if the future does not exist, each of us can create our own future. We hold differing values and one person's future may differ significantly from another's. "We have a crisis in values today. Part of the crisis arises from the fact that too many competing values often function as no values at all" (Conboy, 1979, p. 147). It is important for counselees to recognize and accept their own values and to respect the right of others to hold differing values.

Establishing a Framework for the Counselor

In order for counselors to help counselees prepare for the future, they must establish a set of personal beliefs in the context of being

and becoming futurists. If counselors do not accept their role as futurists, they will not be able to help their counselees to function appropriately in the future. Instead, counselees will focus on and become bogged down in the present, always dependent on the counselor.

Synthesizing the concepts presented above, we can describe futuristic counselors in terms of five beliefs they hold:

1. There is a unity and an interrelatedness to the universe.
2. Change over time is an integral part of understanding the future.
3. Image building of the future to meet personal and social expectations is important.
4. Alternatives do exist and must be examined carefully.
5. Purposeful action comes from a commitment to the previous four beliefs.

Against the background of these beliefs, the futuristic counselor must consider the issues we, as a world society, face as we continue to address the future.

ISSUES

Some concepts held by futurists were examined in the last section. It was suggested that counselors should hold a set of beliefs in order to assist counselees to meet their future confidently. Holding these beliefs and employing the counseling process described by Loughary (1977) in which he said that counseling "refers to a variety of procedures for assisting people to change feeling states, increase understanding of self and environment, and make and implement decisions" (p. 346), counselors can assist counselees to develop guiding images about their personal and social futures.

Goals of Humankind

While none of us really knows what the future will hold, we all have some images and we do subscribe to some generally accepted goals. In a monumental study, Laszlo (1977) examined the goals of humankind as found in each country of the world. The primary goal for the United States, according to his analysis, was the health of the democratic system. Ten basic operational goals emerged from the variety of

reports and opinion surveys studied by Laszlo that led to the achievement of this broader goal. They were:

1. Peace and protection of national interests
2. Prosperity--full employment and economic stability
3. An orderly, just, and free society
4. A healthy populace
5. An aesthetic and healthy environment
6. A well-educated populace
7. A better world
8. Good housing
9. Livable cities
10. Arts and culture

The future can be viewed from a variety of perspectives. Each futurist has his or her own philosophical stance and it is from this stance that the futurist suggests the means to achieve valued goals. Theobald (1972) categorized futurists into three broad areas: extrapolators, romantics and systems thinkers.

Extrapolators

"believe that the future is determined and that it cannot be affected by man's efforts--he is caught up in forces which are out of his control. They talk about more, bigger, larger, etc." (p. 120).

Romantics

"believe that change will take place regardless of the actions of individuals and that a new world view or consciousness is coming into existence. They concentrate on creating new life-styles and believe that the creation of these life-styles will change the system. They see no reason to engage in political activity, for the system will be changed without actions specifically designed for this purpose. It is sufficient to act humanely--the rest will follow automatically" (p. 121).

Systems thinkers

"agree that a new world view is necessary for the survival of the world and they too believe that it is in the process of coming into existence. They are primarily interested in helping people to understand the new consciousness they are developing and also in discovering how to manage a highly complex technological society when the bureaucratic patterns now being used cease to operate effectively" (pp. 121-122).

Hays (1978) called attention to these categories of futuristic thinking and related them to counseling theories in existence today. He rejected the idea that counselors are in the extrapolator's camp, subscribing to the belief that humans have little control over what is ahead for them. Many counselors can quickly identify with the romantics' point of view; but as we examine some of the problems humans face, it will be shown that time is important and the laissez-faire approach of the romantics falls short. It is with the systems thinkers group that the counselor of the future must join. The kind of future we might envision will be a mix of many factors depending on our ability to make appropriate decisions today. This will require systematic thinking and planning.

In order to achieve the operational goals listed above, it is necessary to examine the issues which, if not resolved, may become significant obstacles to the kind of future we desire. It is these issues that counselors must keep in mind as they work with counselees. It is these issues counselees need to consider as they make personal decisions about their futures.

Emerging Human Issues

A number of futurists (Kauffman, 1976; Kahn, Brown, & Martel, 1976; Schwartz, Teige, & Harman, 1977; Shane, 1977) have identified key issues affecting our lives now and in the future. For the purposes of this monograph, these issues have been grouped into five major areas. Only a limited attempt has been made to relate each set of issues to counselors. Rather, it has been left to the imagination of counselors to relate the issues to their work with counselees.

Global problems. Uppermost in the minds of many people today is the need to develop lasting stability among nation-states in a shrinking world. In the finite configuration of the "Spaceship Earth" people must find more effective ways of getting along with each other. We are all interdependent. We cannot unilaterally make major policy decisions in one part of the world without having an immediate impact on some other part. While world cultures differ tremendously, human beings are basically the same. Each has basic needs to meet and each wants a better life. Problems exist between the developed nations

and the developing nations, between the "haves" and the "have nots." Nations in one group want to hold on to what they have already achieved while those in the other want equal access and opportunity immediately.

The 1970's brought about a narcissistic attitude of Me-ism in the United States which can also be observed in other countries of the world. As long as this attitude exists, little progress toward world stability will be made. The people of each country have a right to be proud of who they are and what they have accomplished; but they need to expand their thinking, to recognize that they live in a world of extremely rapid travel and instantaneous communication. That television can bring a developed nation's civilization into the poorest native village of a distant developing nation serves only to heighten and increase tension between the parties involved, leading to a potentially explosive conflict. More than ever before we need people who are concerned about one another and who are committed to building mutually satisfying and productive relationships.

When people of the world balance the need to be themselves with the need to work together, they can begin to address adequately the problems of today and keep them from becoming the crises of tomorrow. Among the problems of a global nature are the following:

1. Malnutrition and its consequences of mental deficiencies leading to social instability.
2. Loss of cultural diversity which is identified with the need for belonging.
3. Famine in countries that are overpopulated in relation to the productivity of the land.
4. Apparent conflict between world peace and world justice leading to increased tensions and conflicts among nations.
5. Diminishing levels of nonrenewable natural resources.
6. Insatiable demands for energy--not only to maintain our standard of living but to enhance it.

Each of the areas above is but the small tip of a gigantic iceberg that hides more problems than can be resolved now or in the near-term future. It may seem utterly hopeless for a single counselor working with a counselee to perceive how that counseling relationship can make any impact on such momentous problems. But what is the alternative--

to withdraw from the world of reality and to ignore the existence of these problems? If the concept of unity of time and space is accepted, then awareness by both counselor and counselee that resolutions of the counselee's concerns must be made within this dynamic milieu is sufficient for the moment.

Economic problems. The economy of the world and its accompanying problems may seem far removed from the counselor. The economic problems of each country are but a microcosm of the larger set but may be ones with which the counselor can identify more closely. In a heavily materialistic society the status of the economy often determines the physical and mental well-being of its members. We are "hooked" on growth. As long as the economy is expanding, the people tend to appear satisfied; but let a recession occur and the negative impact on the people is felt immediately. The deeper the recession, the greater the impact. The most obvious result of a recession is increased unemployment, which causes not only an immediate loss of income but other problems as well. As Brenner discovered from studying demographic data,

Over a six-year period a 1 percent rise in unemployment would have this impact--

36,887 total deaths
20,240 deaths from cardiovascular diseases
495 deaths from cirrhosis of the liver
920 suicides
648 homicides
4,227 first admissions to state mental hospitals
3,340 admissions to state prisons. (Brenner, 1980, p. 69)

As this monograph is written, the United States is experiencing severe problems of runaway inflation and an unstable recession. The impact of these depressing problems on counselors and counselees does not have to be spelled out. To ignore these issues in the counseling process is to dwell in a "never-never land" of absolute fantasy. Even if the economy were to improve dramatically, there are still problems that do, and will continue to, exist. Among these problems are:

1. Conflict between low growth and rising expectations leading to increased demands for a welfare state.
2. Regulatory restraints versus economic growth which tends to negate a free capitalistic society.

3. Potential harmful effects of large multinational corporations and the need to seek more "appropriate technology."

Work is still a viable concept. Our society is built on the productivity of its people. People often seek counseling when problems surrounding their work-life become so overpowering as to undermine their feelings of self-worth. Counselors need to be immensely aware of the economy because of its influence on the mental health of the nation. Counselees need to be aware not only of the present economy but also of what is forecast for the future. Major decisions rest on these forecasts and the cyclical nature of the economy. One example of this was the demand for engineers during the 1950's and early 1960's, followed by a sudden lessening of that demand which influenced young people to seek other vocations. Now the demand is back and we do not have a sufficient supply of trained engineers to meet it. Currently, we have an excess of teachers with no immediate need to train more until the mid to late 1980's, at which time the demand will increase. Question: Will we have the supply when the demand accelerates?

Politics and government problems. Effective leadership is especially important in a period of instability. The type of government created by our Constitution has withstood the test of time fairly well. As long as the rate of change was steady and the crises facing our government were spaced, the government was able to meet the challenges effectively. Unfortunately, politics has degenerated sufficiently to create a suspicious populace. Today we seriously question the ability of people in government to perform their jobs adequately.

A growing heterogeneous society creates divergent demands on the government and as a result, it tends to grow bigger, to become more unwieldy, and to be perceived as uncaring about people's problems. The old saying that "He who governs least, governs best" is a desirable concept for many people, but a growing majority is expecting that somehow the government will provide for each and every person. A government is expected to provide for the best interests of the society while insuring the rights of the individual. The conflict between these two ideas continues to increase. Other problems identified in this broad area include:

1. Police alienation from the populace leading to an increasing potential for new urban violence.

2. Institutional boundaries as impediments to societal problem-solving with the result that no single institution or agency assumes leadership or responsibility for taking needed action.

3. Loss of political and social cohesion.

The counselor can no longer afford not to get involved with politics and government. The counselor must become more political. Unless the counselor participates in the "outer world," i.e., becomes a stakeholder, he or she cannot help the counselee to prepare to enter that world. While the form of government our society will eventually create may differ from that which exists today, it might be well for counselors to consider Toffler's (1970) "anticipatory democracy" as a potential means of helping all people become more active stakeholders.

Science and technology problems. As a society, we are extremely proud of our achievements in science and our advances in technology during the past eighty to ninety years. One can say unhesitatingly that we have considerable faith in the ability of our highly trained core of scientists and engineers to solve almost any problem. We have taken our technology abroad to show other peoples how to improve their lot in life through highly advanced techniques and equipment. We should not have any major problems in this area--but we do. Consider the following:

1. Critical advances in biomedical technology which raise moral dilemmas in such areas as genetic engineering, life extension, and euthanasia.

2. Barriers to large scale technological innovations preventing scientists from testing new ideas which may improve the quality of life or, on the other hand, may open Pandora's box to unknown problems.

3. Potential use and misuse of "consciousness technologies" such as alternative medicine, capacity-enhancing technologies, and psychic abilities.

4. Cumulative effects of pollution of which the full impact may not be known for generations.

5. Experiments which lead to a chain-linking set of catastrophic consequences not even considered at the time of the original experiments.

6. Growing need for "appropriate technology," e.g., one does not need an earth-mover to build a path to a rose garden!

There must be a balance between what we can, and should, do with our technology and the need to enhance our lives with the arts and the humanities. The counselor has a responsibility to help the counselee develop this critical balance. It is the counselor, a warm, caring human being, who can assist the counselee to appreciate and care for him/herself and for fellow human beings--to be a humanist among the machinery of the world.

Individual and society problems. Such problems have been with us since early humans first formed groups in order to protect themselves and to survive. Although this country has been the outspoken trumpeter of human rights, the rights of many minority groups have been ignored or swept aside "for the good of society." The following are some of the problems existing today that could become crises tomorrow if we do not attempt to find some resolution to them:

1. Cultural exclusion of the aged.
2. Growing conflict between central control and individual freedom.
3. Teenage alcoholism and lack of adequate adult models.
4. Lack of functional life skills in adults in a technological society.
5. Social implications of the changing role of women and changing family forms.
6. Sociocultural impact of media.
7. Effects of stress on individuals and society; technology and the individual psyche.
8. Right of privacy versus society's need to know.

Counselors may state that their prime concern has been, is, and will continue to be the individual--that by helping the individual to improve through the counseling process, society as a whole will be improved. This is the romantics' approach to the future and implies considerable faith in the goodness of all humans. Evidence of this actually occurring does appear occasionally, and if time were on our side, it might even come to fruition on a broader scale. The increasing rate of change, coupled with the problems mentioned in this section, however, tend to give support to the systems thinkers approach which

advocates deliberate, planned, proactive control of one's life and through that process influencing the environment and the society in which one lives. The type of person needed in the world of tomorrow was best described by Wayson (1969) in his definition of a mature adult:

A person who can stand confidently, participate fully, learn continually in his world. He has the independence, the freedom and the skills to approach his world as a series of surmountable problems over which he has some control. He has the ability to recognize and choose from a wide variety of alternatives, and to accept fully the consequences of and responsibility for his actions. He has the ability to adapt to changing conditions. He recognizes that 'truth' is evolutionary and unstable; thus, he acts upon the knowledge that learning is a continuous lifetime process. (p. 1)

The counselor is in a critical position to help the counselee become this mature adult, no matter what the chronological age of the counselee. The counselor of the future, fully aware of the concepts presented and the issues to be confronted, can perform the task confidently.

An examination of the issues calls to mind that counselees must boldly confront their guiding images of the future--their perception of themselves, the surrounding universe, the relationships between them--and their ability to influence these three elements. The next section suggests some strategies that the counselor-futurist can use in assisting counselees to meet the future in a positive and effective way. These strategies are only examples, and the futuristically-oriented counselor will want to create additional strategies appropriate to his/her own style of counseling.

STRATEGIES

Whether the counselor is working in a developmental, preventive, or remedial mode with the counselee, and whatever the work setting, the end result is to help the client achieve the status of mature adult referred to in the last section. The counselor must help the counselee become aware of the future and the role he/she will play as a mature adult in helping to shape that future. The counselor is concerned with helping clients to develop to their optimum, whatever their

chronological age. The counselor helps the counselee to reach the goal of Maslow's self-actualized person.

The counselor needs to help the counselee grasp the concepts of futurism and to develop images of the future in order to resolve his/her own concerns as well as to participate in the resolution of the broader issues confronting humankind. Several beliefs that a futuristically-oriented counselor might accept were described in an earlier section. Among these were the holistic approach, change, image-building, alternative choices, and purposeful action. In the following pages each of these beliefs is reviewed briefly, followed by a suggested strategy that the counselor could use in teaching the concept or belief to a counselee or a group of counselees. These strategies have been adapted from classroom activities created by educators throughout the country to encourage their students to prepare for the future. Where it is possible, credit is given to the person who passed the idea on to the writer. Where it is not possible, the writer can only give acknowledgement to someone "out there" for the idea.

Holistic Approach

Futurists believe that there is a unity and an interrelatedness to the universe. Too often counselees do not, or cannot, see beyond their own immediate concerns. They are not aware that their current and proposed behavior will have consequences beyond what they may perceive. The intent of a strategy called the "Wheel of Consequences" helps individuals to think through what may happen if any given action is taken. The activity that follows is adapted from Proctor's "Wheel" (1978), designed for high school juniors and seniors. A counselor can use the strategy in small groups (a blackboard is needed) or individually (paper and pencil is required). Any topic can be chosen as long as it represents some future action or decision.

Wheel of Consequences

1. Select some prediction about the future which seems to have a fairly good chance of coming true. Try to personalize the topic for the counselee(s). (For purposes of illustration here, a broad topic

was chosen--control of aging.) Draw a circle on a piece of paper (blackboard) and write the prediction inside. Place the circle as near the center of the paper/blackboard as possible.

2. Ask the counselee(s) to suggest some of the consequences that might occur if that event comes to pass, and write down each suggestion. Draw a circle around each suggestion and connect each circled item to the original prediction. (See Example 1 on page 21.)

3. Continue in this way to ring the original circle until either ideas or space run out.

4. Then ask students to suggest possible consequences of each of the ideas in the ring of circles and form a second ring around the first, trying to elicit at least one consequence of each previous idea.

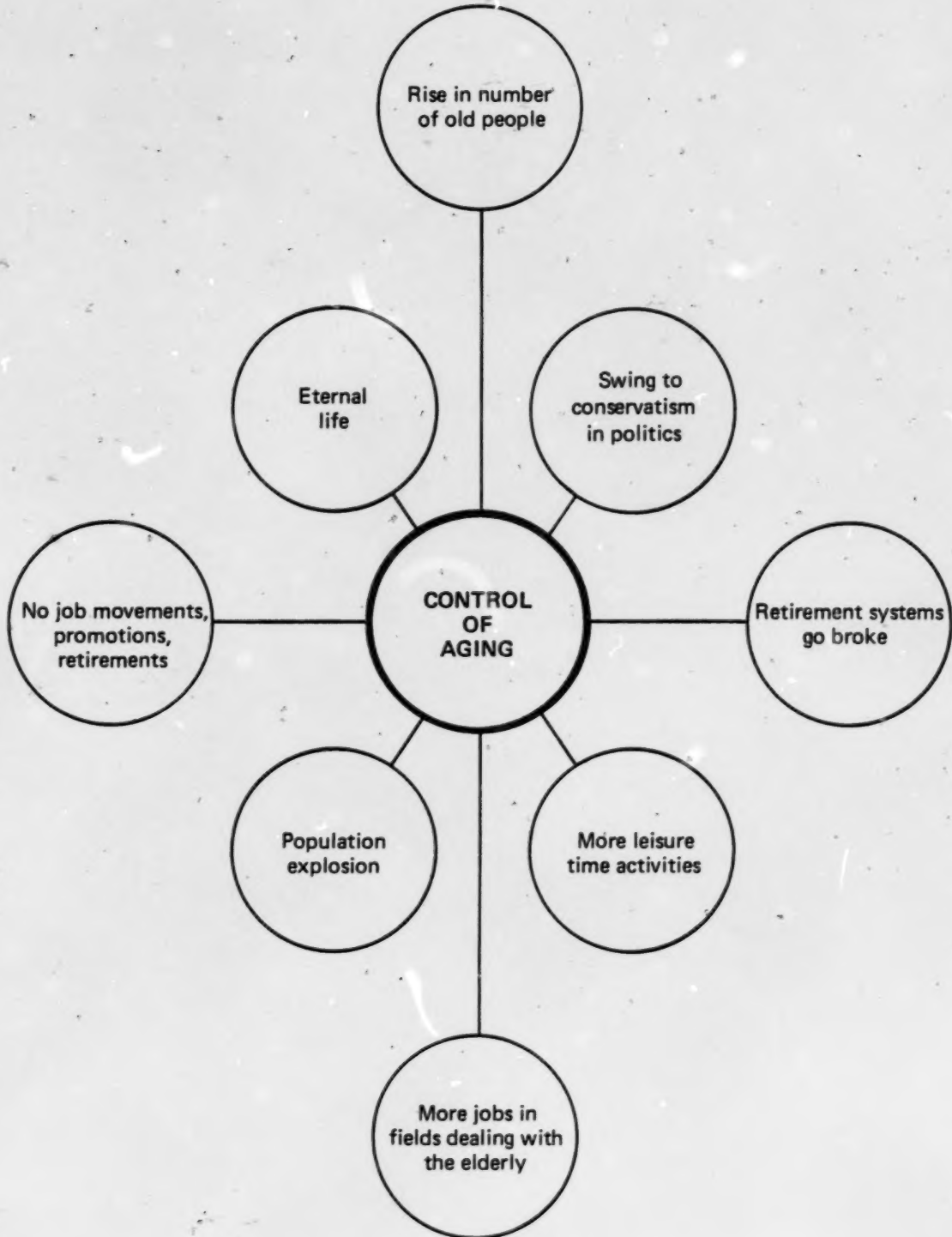
5. Carry out this process to the fourth ring, or as many as there is space for on whatever you are using.

6. Connect all similar ideas with a double line, explaining that the more times a given result shows up, the greater the chances of its really happening as a result of the original premise. (See Example 2 on page 22.)

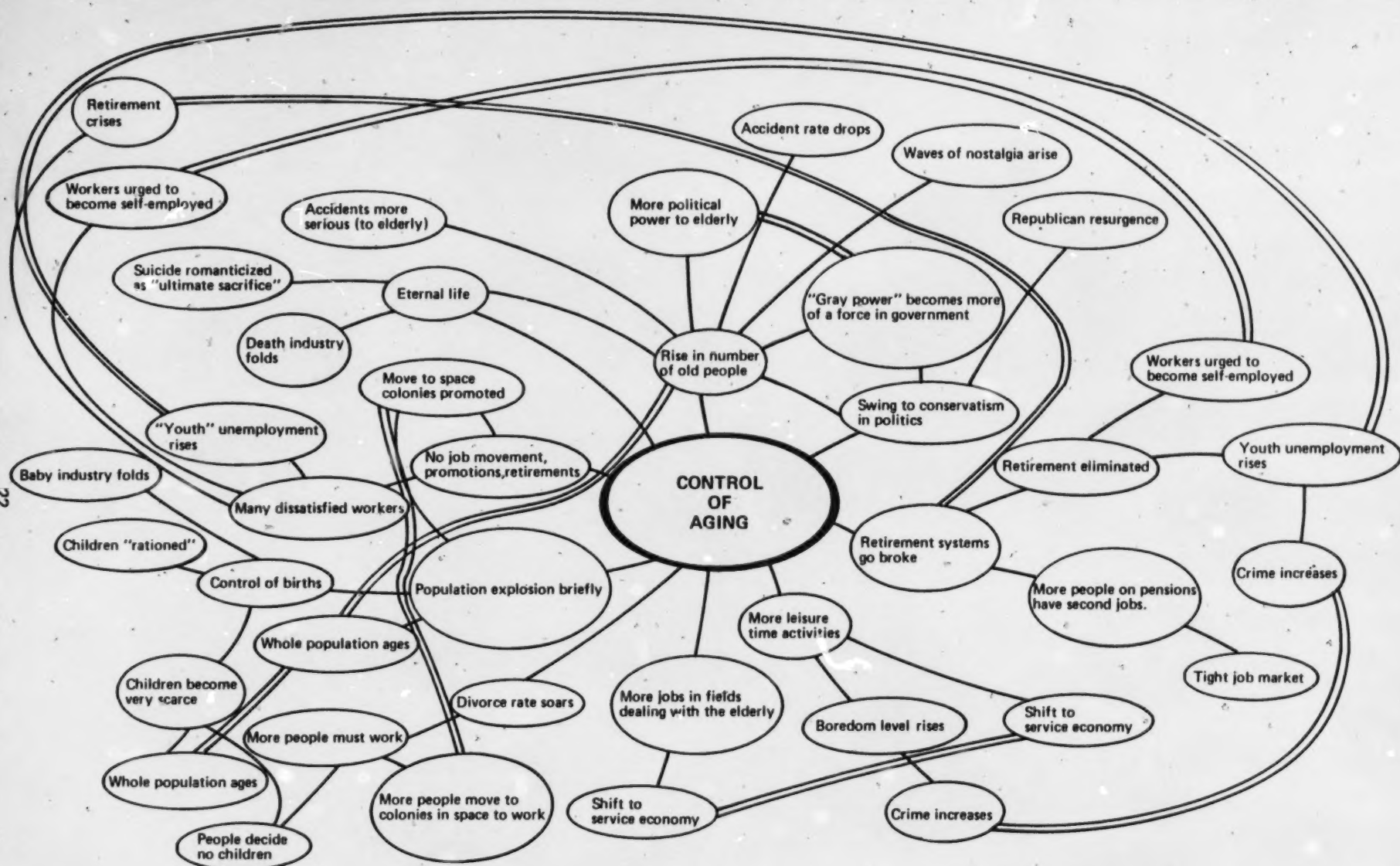
7. Ask the counselee(s) to decide whether each consequence is good, bad, or neutral. Then, using either colors or some other type of key, mark each circle with the decision.

8. When all circles are so marked, count up the number in each group. This will provide a crude but effective way of identifying whether the original prediction or event would be one to work for or against.

It can be seen that through imagining, forecasting, and associating, possible consequences of a single event can be analyzed. If the counselor and counselee select a topic of importance to the counselee to place at the hub of the wheel, the activity of generating all of the possible consequences can help the counselee to make an appropriate decision. The counseling skills of the counselor come into play as each consequence is identified by the counselee and is related to the other consequences.



EXAMPLE 1. Wheel of Consequences



Rate of Change

The counselor-futurist recognizes that understanding change over time is integral to understanding the future. In order to grasp the concept of what may occur in the future one can look back to changes that have occurred in the past. We might call this type of strategy, "Backward Think." One approach is to select a particular year, seek out as much information as possible about what happened that year, and note the changes that have transpired during the interim. In the year 1980, for example, one might select 1970 as the target year. A period of not more than ten years ago should be chosen when counseling adolescents so that they will have some recollection of the events that took place that year. Consider the following events that highlighted 1970 (Trager, 1979):

1. Vietnam military action continues.
2. Four students at Kent State University are killed by National Guardsmen during protest rally.
3. Anwar el-Sadat is elected president of Egypt.
4. Former Alabama governor George C. Wallace urges Southern governors to defy federal integration orders.
5. Gray Panthers, founded by Margaret "Maggie" Kuhn, 65, begins fighting for the rights of retired Americans.
6. Boeing 747 jumbo jets go into transatlantic service.
7. Congress passes the Rail Passenger Service Act and Amtrak is created.
8. Gold prices in the world market fall below the official U.S. price of \$35 per ounce.
9. Books: The Greening of America, Up the Organization, Future Shock, The French Lieutenant's Woman, Love Story, Jonathan Livingston Seagull.
10. "All in the Family" debuts on television.
11. Films: "Patton," "Five Easy Pieces," "M*A*S*H."
12. Musicals on Broadway: "Applause," "Company," "Two by Two"
13. Songs: "Bridge Over Troubled Waters," "I'll Never Fall in Love Again," "Let It Be."
14. Jimi Hendrix and Janis Joplin die of drug overdose.
15. Joe Frazier regains world heavyweight boxing title.

16. Earth Day April 21 sees the first mass demonstrations against pollution and other desecrations of the planet's ecology.

17. The Environmental Protection Agency is created by Congress.

18. The world's population reaches 3.63 billion.

These are just some of the events that might have impact on the memory of the counselee. The idea is to get the counselee to identify with something that occurred ten years previously as an entry point to discovering what changes have taken place in the succeeding ten years. Some questions the counselor might ask the counselee are:

"As you consider these past events, what were you doing in 1970?"

"What were your feelings about any of the events at that time?"

"What are your feelings about those same events now?"

"What changes have taken place during the past ten years and how have they affected you? Do you feel that you have had some control over these changes?"

Following this activity, the counselor should try to get the counselee to project him/herself the same number of years into the future--in this case, 1990. The counselor can now ask these kinds of questions:

"What do you want to be doing ten years from now?"

"What do you have to do today to help you reach your ten-year goal?"

"Describe the world in 1990 as you imagine it."

"How much control do you feel that you have over how the world will be then? Over reaching your goal?"

Another approach involving change might be to have the counselee complete the following activities:

1. List ten things you can now experience or do that your parents could not.

2. Watch any old movie on television. List all the differences that exist between the society as shown in the movie and today's society.

3. Identify ten things which never change.

4. Get a current issue of a women's magazine. Now get a copy of the same magazine published before 1960. Read all the "feature" articles in each of the issues. Make a list of the major changes in society as shown in the articles.

5. Many people right now are working in jobs that did not exist when they were younger. In fact, many people are doing things that couldn't even be imagined a few years ago--ecologists, pilots, computer programmers, nutritionists, and many others. Try to imagine yourself in a job that doesn't yet exist. Describe it in as much detail as you would like.

Keep in mind that the concept of change and how one rejects, reacts, and/or accepts change comprise the content of these sessions with the counselee. A future-oriented person must be able to work with change in a positive, productive way.

Image-Building

Most futurists create a mental roadmap to guide them into the future. So all people should build images of the future to meet personal and social expectations. The fascinating aspect of this activity is that we can create as many images as we want and then erase them--only to create them again in a different form. We could be accused of building sand castles in the sky, but this process is more serious than that. On a continuum of mental manipulation, fantasizing would be on one end and image-building on the other. Image-building is the art of projecting possible and plausible personal futures. Thus, an excellent strategy that is used best in a group setting is brainstorming responses to the question, "What If?" A counselor can use this activity on a one-to-one basis very effectively, however, if he/she is skilled in maintaining awareness of both content and process in the counseling session. The counselor teaches a skill through a process approach. The "What If?" list below comes from several unknown sources. It is not all-inclusive, but it does offer some topics of potential interest to a variety of people. The more the counselor can personalize the topic for the counselee, the greater the possibility of helping the person to build personal and social images of the future.

"What If?"

1. You could install mini-computers in each home for the purpose of democratically sampling the will of the people on national issues?
2. A machine were invented which could predict with absolute accuracy the date of a person's death?
3. Before people could marry, they had to submit to a computer-administered test on 100 correlates of compatibility?
4. Robots took over most of the menial tasks now performed by humans?
5. People could become invisible?
6. Communication were established with porpoises?
7. Men learned how to bypass human speech, and could communicate on higher planes comparable to ESP?
8. People lived to be hundreds of years old?
9. People were paid for their labor on a social utility scale? (The person who contributes the most to society, regardless of how mundane his/her tasks, would be paid the most. Garbage men could earn as much as doctors!)
10. Conventional prisons were eliminated in favor of other forms of controlling criminals? (Example: placing electrodes in criminals' brains. If they strayed from the territory assigned to them, they would experience shocks.)
11. Electrodes placed within a person's body could serve as identification, thus eliminating the use of credit cards?
12. The great majority of people stopped reading and received their entertainment, news, and other knowledge through media such as television and films?
13. A pollution-free electric car were perfected which could reach speeds comparable to those of present cars and could be recharged every 300 miles for the same price as a tank of gasoline?
14. A television set could be programmed to watch you, no matter where you were in the house?
15. Your job became obsolete every five years?
16. Each female was allowed to have only one child during her lifetime?

17. You were allowed to fill only one small wastebasket with garbage each week?
18. You could plug a device into your brain that would enable you to feel intense pleasure whenever you liked?
19. You could read other people's minds?
20. You worked only five hours a day, three days a week?
21. Science could produce as many duplicate copies of an individual as we wished to have?
22. You could have your entire body rebuilt of artificial parts?
23. You could choose to live in a satellite circling the earth?
24. You lived in a domed city under the ocean?
25. You could communicate using mental telepathy?
26. You retired at age 45, but lived to be 145 years old?
27. You could take a pill that would make you brilliant?
28. The personalities of your friends were constantly changing?
29. Marriage "contracts" were for a limited period of time instead of for life?
30. Parents could select the sex of their children in advance?
31. Private automobiles were outlawed?
32. You could visit other planets as you visit other cities today?
33. You lived in a raceless society where all men and women were truly equal--even to the clothes they wore and the houses they lived in?
34. You were not allowed to own land and had to live in an apartment?
35. Cures were discovered for all diseases and the only cause of death was old age?

Alternative Choices

The future is not predetermined--we do have choices. Alternatives almost always exist for every decision a counselee faces, and each must be examined carefully. From these numerous images, the counselee must decide on the optimum choice. The eventual selection of a course of action from a set of alternatives involves the weighing of values. Option A may appear to be the best option open to the counselee from a logical point of view, but the person still might choose Option B because it has more meaning (value) for him/her.

The counselor can present to the counselee any number of simulated choice situations in which the counselee must make a decision. In the "Wheel of Consequences" strategy, studying consequences and assigning a value (good, bad, or neutral) offered one means of looking at alternatives of a given decision. Stepping back and analyzing the core event, the control of aging, provides another way of considering choices. In this example it was assumed that society decided to control aging and the counselee(s) generated consequences that might follow that decision. In the strategy presented below the decision has not been made and it is about the issue itself that the counselor can confront the counselee. This is only an example of helping counselees realize that they do have choices. The counselor can create a more personalized approach with counselees by knowing and understanding their primary concerns.

Dr. Wilk's Dilemma

In secret experiments, Dr. Jeremy Wilk has developed an anti-aging drug. This remarkable drug stops people from growing older. It does not make them younger, but it does keep them at their current age. Dr. Wilk is certain that the drug works. He tested it for seven years and found that people taking it did not age in any way as measured by the most sensitive instruments. While this drug is a marvel, it still only costs 10¢ per dose, and one dose lasts a whole year.

Up to now Dr. Wilk has kept his experiments secret, and he is sure he is the only one who knows about this anti-aging drug. His research volunteers are college students who do not understand at all the nature of the experiments.

He questions whether he should make his research public. On the one hand, Dr. Wilk can see how beneficial this could be to himself personally and to the world. However, at the same time, he can see how this breakthrough could have disastrous effects as well. What should Dr. Jeremy Wilk do?

1. If you could live as long as you wanted, how old would you want to live to be?

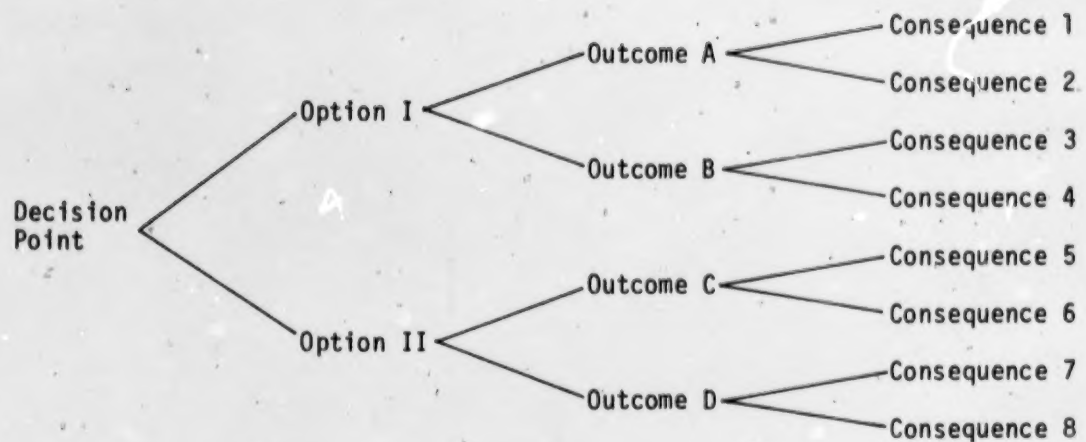
2. Assume that Dr. Wilk went public with this drug. Would you take it?

3. Why or why not?

4. At what age would you start taking it, if you did?
5. For how long would you take it?
6. If you did decide to take it, what things would you want to have to make that longer life enjoyable? List them.
7. What harmful effects might the drug have on you? On society?

Another strategy similar to the "Wheel of Consequences" is a decision tree. Gordon (Toffler, 1972) described this strategy as one of several that can be used in forecasting probable events. He said that "Decision trees. . .are graphic devices which display the potential results of alternative approaches to crucial decisions" (p. 186). Gordon suggested that complex decisions may require the use of computers. Haas (1980) elaborated further saying, "It is a futures methodology likening to a tree--with a trunk and main and subsidiary branches--a range and sequence of decision points, over time, and in relation to a goal or future situation" (p. 45). The illustration he presented was used to answer an educational question regarding short-range alternative futures. Decision trees need not be elaborate. A simple model tree is presented on page 30.

As an example, assume that a female counselee must make a decision. She has developed two viable options. Her next step is to list all of the possible outcomes that could occur for each option, as well as the consequences that could result from each outcome. These are illustrated in the Model Decision Tree. Actual personal decisions will seldom have the symmetry of the tree shown in the model, but in our example the counselee has noted two options, four outcomes, and eight consequences. She is now in a position to begin placing values on the consequences of each outcome and on the outcomes themselves. Selecting one of the two options will be easier knowing the values assigned to the outcomes and consequences. The selected option becomes a considered decision based on the best information available to the counselee at the time the decision is made. It is one of the counselor's responsibilities in this strategy to help the counselee to broaden the range of options in making a decision, to encourage



Model of a Decision Tree

the counselee to image (and list) probable outcomes from the various options, and to serve as a sounding board as the counselee considers the consequences of each outcome.

Purposeful Action

Purposeful action comes from a commitment to unity of time and space, change over time, image-building, and the consideration of alternatives. Action means doing something. The counselee cannot just think about a decision or talk about it; he/she must take some overt steps to move toward the desired, or preferable, option. This means change, and change usually involves some risk-taking. If the counselee has had an opportunity to build images of a personalized future and to consider possible, probable, and preferable choices, then the amount of risk in the decision is reduced. Movement from a present feeling state into an unknown future feeling state can be traumatic unless the counselee believes and accepts the fact that the decided-upon future feeling state is preferable to the present.

In the previous strategy the counselee was encouraged to consider options, outcomes, and consequences of a decision rationally. In the counseling process encompassing that activity the counselee probably identified important feelings and discussed them with the counselor. A subsequent strategy allows the counselee to create a word picture of the future based on perceptions of self and of the environment, and of the relationship between the two. The vehicle to accomplish this activity is a scenario. Gordon (Toffler, 1972) defined a scenario, or future history, as "a narrative description of a potential course of developments which might lead to some future state of affairs" (p. 185).

Creating a future biography for an individual starts with a futures timetable, an activity that can be done either with a group or with an individual. The instructions below were furnished by Proctor (1978) who used them in a history class with high school juniors and seniors. They have been paraphrased here for a counseling group.

Futures Timetable

I. Group Timetable

- A. Have each person in the group write down five or more events which they feel sure will take place in the future, and a date (that is, the year the event will happen) for each.
- B. These are not to be events in their personal lives, but are not to be restricted to any one country, or any time.
- C. Arrange all entries in the form of a group scenario typed directly onto stencils for immediate duplication and distribution.
- D. Hand the group scenario back to the class, or display it, and let the discussion or comments flow naturally. Do not worry if World War III occurs five separate times, or if the Second Coming ends the world in three different years.

II. Individual Timetable

- A. Have each person in the group write down five or more events which he/she feels sure will occur in his/her own life, the last entry being his/her own death, and the dates of each event.
- B. Emphasize that these must be events of reasonable importance to them (to eliminate the "I get a dog" type of entry).

III. Reconciling the Group Timetable

- A. Go over the group timetable and by consensus try to clean up as many duplications and inconsistencies as possible.
- B. Issue a revised group timetable, and have each person compare his/her timetable with the group one, by years.
- C. Have each person decide how the state of the nation and the world for each year would affect his/her own personal timetable, realistically, and revise the personal timetable.
- D. Remind the group to adjust the date of their projected death if the group timetable shows anything resembling "no more death," or "immortality," or "aging conquered."
- E. As a variant of this, have the group insert an entry at least once every five years up to the new death date.

Once a futures timetable has been created, the counselee is ready to write a personal chronology based on the futures timetable and his/her own personal timetable. Ask the counselee to begin the chronology with his/her current age and today's date.

Example

	<u>Futures Timetable</u>	<u>Individual Chronology</u>
1981	Space shuttle begins and is a resounding success.	Jem, 21, is enrolled at the University of Missouri but is unhappy. He asks a counselor to help him decide what to do when he graduates.
1982	Recession ends and an era of prosperity begins.	Having completed his engineering degree, he is employed by a small engineering firm that has a government contract to provide critical components to produce new life for the space colonies.
1983	Genetic engineering gains momentum but divides the country into scientists and humanitarians.	Jem angrily leaves home because his parents are concerned with the morality of creating new life from the instruments Jem has been working on.
1985	Third World countries begin localized civil wars. China and U.S. enter into an elaborate peace treaty.	Jem returns from China where he served on a Sci-Tech team to study the effects of population control. He has met and married Tang, a beautiful Euro-Asian scientist who served on the team with Jem. His parents refuse to accept her.

This is an incomplete example designed to show how the timetable and the chronology mesh. The activity provides the counselee and the counselor with a vehicle for analyzing the counselee's personal feelings and how he/she envisions the future.

The mature adult will participate in shaping his/her own future. The counselor and the counselee become partners in the process, aware of who they are, the condition of their world, and their place in it. They know that to a large extent their future depends on what decisions they make and how they choose to implement them.

CONCLUSION

Probably the most difficult part in writing this monograph is to bring some closure to a subject that defies it. The future is open-ended, and thus requires us continually to image possibilities. When considering the future it is easy for our thoughts to become diffuse and to go in many directions. The writings of Cornish (1977), Fletcher (1979), and Conboy (1979) have helped to bring some focus to concepts and dimensions held by futurists. The central theme throughout this monograph has been to make counselors aware that studying the future is essential to helping counselees. The basic intent of counselors is to help counselees change some aspect of themselves; this implies a futuristic orientation on the part of both counselor and counselee.

Whether or not one agrees with the concepts presented here, the issues that face humankind are real and need to be addressed by people willing to assert themselves in a positive, productive way. People should be encouraged to look beyond today and to seek a better tomorrow. Failing to think futuristically and living only for the present poses some serious moral dilemmas for a world society. If technology and science advance at the same rate as they have, we will be living in the future longer than we currently anticipate. It is our own survival in which we are involved--not to mention the survival of our children and our children's children.

Strategies have been offered to help counselors incorporate the future into their own everyday mental outlook first, and second, into that of their counselees. These strategies are only a small sample of a vast array of methods that can be used. As more people become attuned to the future, additional strategies will be developed. It has been this writer's experience that a tremendous growth has occurred in future consciousness during the past three years. As we approach the year 2000, we are becoming increasingly aware of the future and what it might offer to us.

Throughout this monograph the comments have been directed to counselors, and through them, to their counselees. Counselor educators have not been ignored for they, too, are counselors first. In the event counselor educators have felt neglected let us turn to them for

a moment. Innumerable forces act upon the design of a counselor training curriculum. Counselor education departments throughout the colleges and universities of this country are struggling with the problem of what, when, and how best to teach those ideas that make up the core of counseling. Most counselor educators recognize that some issues must be taught in a structured setting while others are better left to post-training settings. Becoming a counselor requires the acquisition of certain knowledge and skills best taught under the tutelage of a master counselor, and culminating in the practicum, laboratory, or supervised field work setting. All of this takes time. Counselor training usually requires one year of advanced study, although some states extend this training to two years in order to cover all of the necessary issues. Adding anything more to the curriculum will require additional time, and there is some question as to whether or not students will be willing to undergo three or more years of training.

If the reader accepts the position of this document, then it is essential that a study of the future become part of the core curriculum of every counselor education program. The concept of the extended time frame demands that the study of human development, human needs, abnormalities, counseling theory, and the like, include an extension of these issues into the future. The concept of unity is a reality that requires further development within the training program. Ideas need to be projected into the future. If we study the past and dwell in the present we deny ourselves the opportunity of shaping our own actualization. Paraphrasing the maxim that those who ignore the past are doomed to repeat it, one can add that those who ignore the future are doomed to live in a future over which they have no control.

The organized counseling profession needs to change. The American Personnel and Guidance Association, its many divisions, and other professional associations for counselors must take an active part in encouraging future thinking. Let me repeat, since the future does not exist, it must be invented. The professional associations can play a strong role in the creation of a better and more desirable future. As a stakeholder I want to be able to shape my own destiny. As a collection of thousands of stakeholders, professional associations can impact on the future direction of a society. APGA has created

a long-range planning committee whose purpose is to consider the future direction of the Association. This is an excellent first step. What is needed now is a long-range planning commission to study the role of the counselor in the society of the future.

The future is now, not sometime after the year 2000. What we do now, today, will determine the kind of life we will have tomorrow. Not to engage in futures study and planning is morally reprehensible. Too many lives are at stake. As counselors, we need to develop ourselves optimally and that means not only for today, but even more important, for tomorrow.

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